

1911 p. 54A

The House of Education,
Ambleside.

quite easy to
of tests, I propose, on of a kind that the
the average child of twelve could not meet, may
I venture to ~~say~~ the perhaps, unique
experience that has convinced me that these
sorts of results are ~~not~~ easy to attain.

In the early days of the Parents National
Educational Union, some fourteen years
ago, it ^{was} ~~became~~ ^{found} evident that many of the
children of the members ^{of the union} were kept at
home by second-rate governesses.

The problem was, ~~how~~ to secure a liberal
education for these children, independent
of their teachers. The Parents' Review School
was established, in which programmes of
work were sent out, term by term, designed to
give the children a liberal education upon
the best books in a variety of subjects.

When found the results astonishing.

The idea in the first place must
bring these home-kept children to the

level of those kept in schools but ^{un}confused
^{the working of a scheme} experience, which was rather forced upon us,
 has, ~~indeed~~, opened our minds to conviction
 which, I think, may throw new light upon the
 subject of the education of children under the age
 of twelve or fourteen, in ^{the} schools as well as at home.

As I am breaking what is possibly new
 ground I append a few illustrations of the
 sort of thing I have in view. The conditions of
 success are! That the education of children
 between six & twelve should be on things &
 books rather than oral teaching, whether by lesson or
 lecture, ~~should~~ take a subordinate place in
 the school work.

Yours, Sir

Edw. W.

C.H. Vaseen taught in school

that children under 12 at home
 & for more liberal education than
 generally holds to be proper for children
 of that age. I have been told that
 the best way of doing this is by
 this lesson. I will write a few lines
 to you about it.

of the N. R. R. by way of oral lesson.

List

Suggestion (Pamphlet)

Trom. carn. opchild 4/2

- (1) R.C's work. School Id.

- (2) Specimens of ~~several~~ work of several children under 12

- (3) Illustrations of Pericles Caesar drawn by banian children under 12

- (4)

A considerable number of children are being educated on these lines in London. They might be brought together for such a test examination and proposals might be seen at work in their own schoolrooms.

Alorge no: if children's manipulators maybe seen
at the Office of the Union 2d Victoria St.

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passed
last term.

- (4) ~~They~~ ^{to} should make a list of the birds they have observed during the year with any facts they have noticed about two of them. - ~~of the~~
- (P) (5) ~~the~~ ^{to} the hedgerow, or field, or pond, plants, they have found with crushed wings, from memory of two of them.
- (6) ~~that they~~ ^{to} should draw a plan according to scale of the room they are in using a pocket compass ^{find} to show the direction.
- (7) ~~that they~~ ^{to} should produce specimens of basketwork, cardboard toys, sewing, bent-iron work - their own unaided work.

The child who can meet these, or similar tests, will do good work in a secondary school, what is of more consequence, will have his own interests & pursuits; This Education will make for joy in living.

Let it should be thought that the 2nd

Illustrations

19p5preu34A

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^{a sheet of} ^{belonging to} ^{sent in the form}
Intention to send ^{prop} of a volume on
the subject, now in the Press, of -

(a) specimens of the Examination work
of children ^{under twelve}, sometimes
^{by the children and sometimes written}
^{by the children} narrated, sometimes dictated.

(b) of children over twelve. ^{written by the children}

(c) suggestions as to what a child
should know at twelve.

(d) a programme ^{for a term} worked by a child
of twelve "P.Q".

(e) the questions set on this programme

(f) the answers to these questions by

in a "P.Q." ^{detail of a picture studied}

(g) ⁶ brush drawing illustrations of a
favourite scene from Julius Caesar. The
children had been reading Plutarch's
Julius Caesar as well as the Play.

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B.

This an open question whether children

There are a large number of the examination
papers of the Parents' R. School
papers of the scholars in their own writing at the
office of the Union 20 Victoria St. Also a good many
children are being taught on these lines in London.
Who could easily be brought together to test, for
example, their power of narration ~~or example~~ after
a single hearing.

(and Sir)

C.H. M.

F.O. P. IV - 2 - 6.

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his own interests & pursuits, this education
will make for joy in living.

The sort of tests, I propose, are quite
easy to the average child of twelve. An
experience, which I mention to quote, has
convinced me that such results are easily to
attain.

In the early days of the Parents'
National Educational Union, some fourteen
years ago, we found that many of the
children of the members of the Union were
taught at home by second-rate governesses.

The problem was, to secure a liberal
education for these children, in default
of good teaching. With this end in view the
Parents' Review School was established in
which programmes of work—designed to
give the children a liberal education upon

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the best books in a variety of subjects — ^{followed by examination papers at the end of the} ~~term~~ ^{term} — sent out, term by term. We have found the results ^{so far as} astonishing.

The idea in the first place was to bring these home-taught children up to the level of children taught in schools, but the working of a scheme, which was rather forced upon us by circumstances, has ~~opened our minds to~~ ^{convincing} ~~the conviction~~ that children under twelve — ^{or fourteen} taught in schools as well as at home — might get a more liberal education than generally falls to them if they were allowed to learn ^{themselves} from a large number of good books instead of receiving their knowledge by way of oral lessons.

As I am breaking what is possibly ^{new ground} ~~new ground~~ I append a few illustrations of the sort of thing I have in view. The conditions & programmes of work ^{examination papers} ~~examination papers~~.

ilipnew 54A

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The House of Education,
Ambleside.



P.S.

This is a new departure that has long
wanted - School Branches.

With Miss Arnfield write to Mr. Stewart
after the Committee on the 15th day

//// (a) read 20 + 20 to parents, invite
discussion, get outsiders to join
etc. etc.

also it has cheap a rate could
you let a School Branch have one
copy of the Review: they want it
badly.

Don't write ^{now} how the thing is
immediate.

Mr. Mason wonders if the new edition of Mrs. Keble's
Stories (R. History) would do. or Miss Alice Keble's History
of France for Beginners?

"Regulations for the Instruction Training of Pupil-Teachers"

Possible Alterations

The Board desire to secure a liberal range of reading & a habit of intelligent study rather than that of memorising for examinations. They therefore issue a detailed syllabus setting certain work in set books term by term, to be examined upon at the end of each term. Thus, there would be six examinations during the two years of pupil-teachship but the sixth examination would be accepted as qualifying for the Kings' Scholarship.

Any syllabus covering an equal number of pages in an equal number of books of the same ^{well} calibre for study during each term would be accepted by the Board on condition that the examination results ^{be} are equally satisfactory with those produced on the syllabus issued by the Board.

The subjects are those already set for the Kings' Scholarship Examination but the work is divided into six parts with detailed instructions regarding each subject, for example: —

1. Reading. The time table will allow for 12 lessons of 45 min: each in English Literature. This time should be given almost entirely to reading aloud. Thus, for the period

It is only upon the final examination, the Sixth, that any consequences will depend. The previous five are designed for the help of pupil-teachers & their teachers will be judged by test papers from each centre. It is believed that the anxious strain of cramming for examinations will be escaped by means of this sort of steady gradual work.

The pupil-teachers should be able to certify that they have limited themselves to 2 hrs a day (10 hrs a week) for home study, giving to each subject as much time for home work as that subject

receives on the time-table. The sort of work the Board desires to see is better done by a single intelligent reading than by ^{the usual method of} laborious cramming. It is hoped that both the teachers & students of pupil teachers centres will throw themselves earnestly into this effort of the Board to secure fresh intelligent work in place of the dry

memorising which is usually involved in examination papers.

1640-1660 Cronwell (fr. Heroes & Hero Worship) 3 lessons

Paradise Lost: Book V 5 lessons

Antipatrica (passages from) 1 lesson

Short readings from Herbert, Herrick, Vaughan, Conley
(from The Anthology) 3 lessons

A play of Shakespeare's main character would probably
occupy 3 lessons.

Books explain themselves the habit of reading
teaches the art of reading, therefore little time need be
given to explanation or drill in good reading.

2 Recitation should be of passages chosen from the reading for the
term.

3 Teaching should include the power to work intelligently with books
(other than Readers).

4. Drawing. (a)

(3 lessons)
Anthology

Crowshaw, Herbert, Herrick, Vaughan, Rowley would
find bread in the term.

allay of Shakespeare would probably occupy 3 readings in
character.

2. Recitation Should be of passages chosen from the Reading for
the term.

3. Teaching Should include the power to work a class intelligently
with books of ~~Sketching~~ ^{Sketching} ~~Real~~ (other than Readers).

4. Drawing (a) from representations of ornament as specified.

(b) brushdrawing from living, wild flowers or fruit
according to season.

(c) brush outlines of common animals.

(d) details from reproductions of pictures by Millet,

Landseer, Rosa Bonheur, Rembrandt, Millais

Burne Jones, ~~Verelst~~ ^{Verelst} ~~de Vries~~ ^{de Vries}. Half a dozen

reproductions by one master to be studied each term.

as specified by some half dozen artists,

ditto. 6 pictures by one artist being studied

once each term. (Phillips' Memorabilia - 1/2 doz)

see Instructions

5. Music

6. Needlework

7. Penmanship

8. Dictation

9. English

Composition

To deal with subjects arising from the History or
Literature of the term or with current events.

Appreciations or descriptions in English verse should be
attempted as perhaps preferable to paraphrasing.

Reproductions by these masters may be had from the A.H. for
Schools Association (Pen Pictures) about 1/- each.

(a) (b)
10 English Language Literature

1. as specified Seeley, Abbott's English for English people
 2. as specified Elementary Geography Trinchon 1st year
 3. Bradley 2nd " the making of English

3. For study: Books vary with the period of history studied:

(4) For general Reading: See Reading Woodstock
 for example, (1640-1660) The Commonwealth of Massachusetts
 Standard Books vary as for study

11. Geography 1st Year Asia, Africa, America
 L.G.R. Book V. (This world of mine)
 2nd Year British Isles, India, & the
 chief British Colonies & Dependencies.
 L.G.R. Book VI

1st Year. Asia Marco Polo. Rothen* 16
 Africa Pungotak Cassell (63)
 America North. West Passage (Harley 65)
 Arnold Toilers. This World of ours 2 Years.

Sketch maps.

might be borrowed from public libraries.

2nd Year

Marbury's Australia

Norman Macleod. Letters from the Far East
General trading King (6⁰)

Letters from the latitude (Dufferin)

12 History (a) Of Modern Europe ~~is~~ including England. Lord's Modern Europe (578)

(b) of our own Times. Justin MacCarthy's Shorter History of our own Times (6⁰).

volume? of the story of the Nations Series

13 Arithmetic

14 Algebra } as specified.

15 Geometry

16. Language other than English as specified or, details will follow.

17. Every Day Morals Onesels one book each year.
or text-book on Hygiene.

exp 7 pnu 31A
4

Time Table allowing $7\frac{1}{2}$ hrs a

week (300 hrs a year).

Literature	45 45	65
History	60 50	80
Essay	20 20	25
Geography	40 35	85
European History		45
Every Day Words	20	20
French	40	40
Self	"	30
English Grammar	35	
Latin	40	
	<hr/> 300	

$\frac{1}{2}$ hr = $\frac{1}{2}$ time allowed for lessons.

+ an equal time of evening work for each subject.

16 language other than English as specified, or - details will follow.

17. Every Day Morals : Ourselves (?/one book each year) a text-book on Hygiene & one on Domestic Economy.

18 Elementary Science as specified.

Books suggested: -

Elementary Biology

Thomson's Animal Life

Geddes' Chapters in

Modern Botany

Elementary Astronomy

Bull's Starland

The Constellations

(Fuller & Inglis)

In centres where (asⁱⁿ those under the London County Council) as Scripture Syllabus is taken up, Pupil-Teachers might with advantage study Abbott's Bible Lessons (Macmillan 4/6) a book which affords some training in clear thinking.

Time Table allowing 4 hrs a week (200 hrs a year).

Literature	45
History	50
Essay	20
Geography	35
Every Day /icals	20
Greek } or Latin }	40

English grammar 30

$240 = 4 \times 60 = \frac{1}{2}$ time ^{the} available for ^{the} learning

+ an equal time of Evening work for each subject which would give ^{about} the same amount of time which we have proved sufficient for the specified work.

Alterations in 'Regulations' necessary to include the Scheme of work proposed.

Page vii Preparatory Memorandum after (6.) 'in order to facilitate etc'

Chapter I
Page 1

Preparatory Classes

(d) 'have followed the scheme of work proposed by the Board for Preparatory Classes & have taken the examinations for nine successive terms (3 yrs)'.
[This would secure actual education for the 3 yrs between 12 & 16 on the scheme we have worked with much success in the Parents' Review School. I am forwarding the work for a year, & the questions upon it the Time-Table. Hundreds of not very well taught children have done this work with much intelligence & interest. No doubt modifications would be necessary in a scheme for 'preparatory classes'. In country schools, where no Pupil-Teachers' Centres are available, the pupils would be able to do much of the work as private study'. Pupils who had gone through this nine years' course would have received: — favoured

- (a) an intelligent knowledge of English History
- (b) of contemporary French History.
- (c) of the informing ideas which actuated the chief persons of Greek & Roman History, (they will have read nine Plutarch's lives ¹²)
- (d) ^{will have} a considerable amount of literature illustrating, the History they are engaged upon
- (e) will have begun Latin, French & German on intelligent lines.
- (f) have read some elementary books in these languages.
- (g) ^{will have} a fair knowledge of Arithmetic & have done some Practical Geometry.
- (h) ^{will have} the usual knowledge of English Grammar.
- (i) have some knowledge of England county by county & of Europe country by country together with some knowledge of Zoology & Physical Geography & of Elements Elementary Science.
- (j) will have a considerable knowledge of nature & will know some intelligent books on the subject.
- (k) will have acquired various handicrafts

+ Cassells are entertaining the idea of publishing an improved edition of these & other vols of the National Library & each.

will have

- (l) some knowledge of music
- (m) of Swedish & other drills.
- (n) will have learnt to draw: -

- (1) flowers & or plant in brushwork
- (2) familiar objects in charcoal
- (3) details from pictures they have studied.
- (4) will have become fairly intimate with six works of each of nine painters, i.e., they will know some fifty pictures well enough to reproduce a mental image of each of them.

Besides having covered this liberal field of knowledge they will have learned: -

- (1) To grasp the sense of a passage of some length at a single reading.
- (2) To spell & express themselves in writing with ease & correctness.
- (3) To give an orderly & detailed account of any subject they have studied.
- (4) To describe in writing what they have seen or heard from the newspapers.

All this has been done with ^{such} already success for the last fifteen years that there is hardly room for a doubt that it would answer in the case of young people preparing

The pupil Teachers.

preparing to be Pupil-Teachers.

If it were possible to secure Junior preparatory classes (children from 7 or 8 - 12), that is to say, if the whole work of the schools could be touched, the results would, of course, be still better, the children would have a wider more solid basis of knowledge.

But this sort of work can be taken up at any point & at any age & always wins the interest & enthusiasm of the scholars.

Page 6
Approved
Leaving
Examination

(after "accepted by the Board for the purpose": -

(c) passed satisfactorily the sixth Terminal Examination on the Scheme of Work for Pupil-Teachers.

Page 6
Time Table
&
Syllabus

after (d.) : -

or, the Time-Table Syllabus proposed by the Board may be used.

Page 2
'Concluding
Examination'

"or some other Examination etc." -

or to the Concluding Examination on the Scheme of the Board.

Page 15. Examinations recognised as qualifying candidates for admission as pupil teachers.

(1) The ninth successive examination upon a scheme of the Board for Preparatory Classes.

Page 16

Examinations qualifying for admission to a Training College

(2) The sixth examination (at the end of second year) upon the scheme of the Board for Pupil-Teachers.

Regulations for the Instruction & Training of Pupil Teachers.

Possible
Alterations

Not

that which would include the scheme of work in view.

The objects of the scheme is: -

- (a) To secure the habit of study, i.e., rapid & intelligent reading instead of mere memorising for examinations.
- (b) To secure acquaintance with a fair range of literary works bearing more or less on the historical period studied.
- (c) To secure some intelligent consecutive knowledge of ^{modern} European including English history.
- (d) A syllabus & time-table will be issued term by term appointing a given number of papers in recommended books.
- (e) At the end of each term, examination papers on the work of the term will be sent to each school centre which has taken the syllabus of the Board.
- (f) The every Pupil-Teacher will have passed six terminal examinations ^{each} on a definite syllabus & the sixth examination passed

Successfully, will qualify for the King's Scholarship. as the object of the Board is to secure a liberal range of reading & the habit of intelligent study, any syllabus, covering an equal number of pages, in an equal number of books of the same calibre, for the study during each term, will be accepted by the Board, on condition that the examination results are equally satisfactory with those produced on the syllabus proposed by the Board.

The subjects are those already set for the King's Scholarship Examination, but certain detailed work is given for each term & examined upon at the end of the term, for example: -

1. Reading It is calculated that the Time Table will allow for twelve lessons (of $\frac{3}{4}$ hr. each) devoted to English literature.

This time should be given almost entirely to reading aloud.

Thus for the period (from 1640 - 1660) Cromwell from Hewes & Worship (3 readings) Paradise Lost Book V (5 lessons) Passage from the Annapolis & short readings from (1 lesson)

It is under consideration to change
the title of the Parents' National
Educational Union into

The International Union of Parents'

Teachers, with a corresponding
^{extension} ~~modification~~ in the organisation.

~~Changes of the Association~~
Various Continental countries

Educational ~~at~~ bodies or
educational experts in various
Continental ~~Continental~~ ^{Countries} ~~States~~

have approached the Union,
others attracted by its principles,
its objects ~~its~~ methods. To place
it upon an international basis

would, it is believed, ~~bring out~~
further the ^{purpose of} ~~principle~~ object ^{of the Union} that

the wisdom & experience of each
may be profitable to all."

The advantages which the Union
has to offer to ^{persons, in} any country adopting
it are:-

(a) an educational Association
which has proved as attractive
to parents as to teachers.

(b) an organisation & methods
of work which run smoothly
& ~~in~~ easily ~~should~~ promote
self-activity in the ~~numerous~~
branches which tend to form
themselves throughout a country.

(c) a common platform for
Parents & Teachers when they meet
to create a better public opinion

on the subject of the training of
children" & also of their instruction.

The Parents' National Educational
Union possesses also a certain
philosophy of education, simple

in its principles, easy to work,
~~and~~ in which the experience of a good
many years has proved to be
satisfying in its results.

This philosophy may or may not
be embraced by countries adopting
the Union, ^{any way} but in either case it
~~should be of use~~ offers an advantage in the present
chaotic state of educational
thought, as it offers ^{my} a basis for
discussion, & if need be, a
point of departure.

The Union ~~has~~ also, in accordance ^{at least 14 yrs} ^{E13p4pnaus4A}

above full at least 14 yr.
E13p4pneu54A

213p4pneu SA

with the above-mentioned philosophy
marked out curricula for the
instruction of children between
the ages of 6-17 with definite
programmes of work for each

A School House

~~marked out~~ Curricula for the

~~instruction of children between~~

~~the eyes of 6-17 with depigment~~

4 programmes of work for each

Semester of School-life (between

of 64 1/2" might be acceptable

these affs. The Court he been

to Chap. 9. Other nationalities

exceeding satisfactory in the

may of producing all-round.

intellectual physical moral

denom. $\frac{1}{2} \pi$ in $\frac{1}{2} \pi$

The celebration of our anniversary

... of or reflection of the

Curculio punctatus *punctatus*

optional to the individual member

of the Union. The members of the
School appear to have

The Union possess also a large
series of fossils

a series of 5 volumes

setting forth its philosophy &
various ~~important~~ ^{educational} pamphlets, and
an ~~educational~~ ^{educational} journal published
monthly which has held its own for
nearly 16 years.

Arrangements ^{which should} be made, available
(by means of translation) ^{for} ~~any~~ ^{country} state
joining the International Union
in ~~an~~ of course not obligatory.

This felt that the Parnis Review
(which is about to change its title
to International Review for Parnis &

Teachers ^{to} should be greatly
enriched by contributions from
the educational thought ^{practice} ~~thought~~ ^{of} ~~persons~~ ^{such} ~~countries~~ ^{as}
of the ~~several~~ states that should
co-operate in the International
Union. The Women's Educational

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course, the Reading Circles, National
History clubs (for children) & other
activities of the Union might all
help to stimulate other members of
the International Union.

This desirable, -

(a) that some person should
offer himself, or herself as ^{corresponding}
member for any ^{country} state in which
a branch of the International
Union seems likely to be of use.

(b) that such corresponding
members should ^{endeavour to arrange} raise a small
~~fund~~ for the translation &
distribution of the leaflet which
sets forth the principles &
methods of the Union

in such country
i13p6pneu54A

(c) that three persons, who should
be suitable representatives ^{on the general and}
~~state~~ ~~on the~~ on the General
Council should be suggested

(d) that the correspondents should
^{occasional short}
secure some notes of the current
educational work of the state
he represents for the Journal
of the Union,

The Union also possesses a
college for the training of women
teachers upon its principles
& methods.

Association for the Better Literary Education of Children between the Ages of Six & Thirteen

Council

It seems probable that educational results are rather disappointing because children between the ages of six & thirteen have not learned to read with delight books which deal with the subjects matter of knowledge in a literary way. Bad spelling, a poor vocabulary, little power of either writing or speaking English is the consequence. Other educational defects have been taken in hand by other important Associations as the The Modern Language Association, Maths Study Association, National League for Physical Education, National Handwork Union, Geographical Association, Mathematical Association etc. Wapping Press

Our desire is to form an Association to remedy this grave defect in our educational work. Because the Pennock Union has worked, what Kant calls, an experimental school for some fifteen years with extraordinary success in securing historical & literary knowledge by means of the peruse of books, also in securing delight in these studies so that they are carried on by way of intellectual pursuit when school days are over: because also this end has been attained in

It appears that these results are easily attainable from children of ^{social} many classes on condition that they read a due number of pages of the paper books ^{for this reason}. The Association suggests the ~~prop~~ use of the ^{primary} examination ^{paper} which are ^{issued} term by term by the Parents' Union. In many teachers may have equally successful methods - tested by the number of books read by their pupils & by the wisdom with which these can deal with the matter they have prepared. - any list of books showing ^{membership} ~~the~~ ^{the} ~~work~~ ^{the} ~~may be sent up for~~ ^{the} ~~approval~~ ^{of the} by members of the Association & a test examination paper for each one pupil in each class, the questions being set by the teacher may be sent in.

Membership

Membership

In connection with the P. - M. U. for the Association the benefit of a organization, office, etc, which reduces the cost of membership to a minimum.

To introduce P.R.S. programmes as syllabuses issued by the Board?

Pupil
Teachers

Uncertificated Teachers
(one of the Qualifying Examinations).

The examination on the last programme issued by the Board on condition that this is at least the ninth programme of work taken up by the student (3 years).

Elementary
Schools.

There seems no reason why children of all classes should not do the same work until they are 13.

Secondary
Schools.

Registration. Schools which work the Board syllabuses according to Regulations may be registered if the test work is above the average.

Schools which prefer to use their own syllabuses may also be registered on the following conditions
(a) that they send up a list of an adequate number of books of pages in each book to be read by each child in each class during each term of the school year.

- (b) That they send up test papers ^{Examination} (Examination) set by themselves, covering the whole of each syllabus & worked by one child in each class that the work is above the average (60%).
- (c) That the time allowed for each subject must not exceed the time prescribed in the Time Tables sent on by the Board.

Recognition (without grant).

It might be well to introduce the historical subjects & literature first. Children of 13 should be able to read with delight books dealing with the subject matter of knowledge & literary value. They should be able to spell well write freely about matters of which they have read. They should leave school with some intellectual delights & some moral ideas. We find that these results can be attained in ^{perhaps} the minimum of time allowed for the subjects in any school. No home work & no preparation is necessary then - an but few "corrections". Children of 13 ~~have~~ spend 3 1/4 - 5 min a week on historical subjects. These include Scripture, English History, French History, Plutarch's lives. The literature illustrates the history & is not taken as a detached subject.

last term, for example, the English history (Arnold
Forster) & the French History (Mr. Crighlon) dealt with
the period 1327-1485 & the Chronicle of Froissart
for the period, Henry Vth & Quentin Durward were
read by way of literature. Thousands of children
have worked through similar programmes in a term
of about 11 weeks without previous Fifth Year experience.
Only a small percentage have failed to know their
subjects & to express themselves in good & forcible
English. Correctly ~~spell~~ spell. It appears that such
results are easily attainable by children of any social
class on condition that they read a due number of
pages of the right books. As the choice of books,
number of books etc., are delicate matters, it may
be as well to make use of a scheme that has
passed beyond the experimental stage: such
many teachers may have equally successful methods —
to be tested by the number of books read by their
pupils & by the printing with which these are able to
deal with the matter they have prepared, any list of
books, showing the number of pages to be read by each
pupil in each term might be accepted on certain
conditions.

13. The following information accompanies these answers ~~to~~

- A. College
- i H.M. Inspector's Report Dec 1901
 - ii " " " " 1902
 - iii Report of Examination in Theory & Practice of Teaching Dec 1902
 - iv Report of Examination of the National Health Society Dec 1902
 - v Report of Board of Examination for Educational Handwork, Easter 1902
 - vi Report of Nation Model Works Dec 1901
 - vii Objects of the College (see Prospectus)
 - viii Curriculum " " " "

B. Practising School

The practising school is worked by the students in the Parents' Review School.

- Enclosed are
- i Prospectus of School
 - ii Set of programmes classes i-iv
 - iii " " Timetables " i-iv

for morning work. The afternoon is given to ~~workshops and handicrafts~~ nation walks & handicrafts ~~relaxing~~.

iv Report of examiners on work done in the ~~review~~ Parents' Review School which is worked by correspondence + members ^{living} ~~scattered~~ ^{England & the colonies} hundreds of members living in all parts of the world. The students go to teach in families in almost all cases their new pupils join the school so that the Principal is able to keep in touch with the work of the students who have left the College.

The chivalry of our officers we can trace more readily to the heroic impulse derived from the tincture of letters that every public schoolboy gets & to those 'playing-fields' where the boys acquire habits of obedience & command. But what about the abysmal ignorance shewed in the wrong thinking of the men who stay at home? Are we to blame? I suppose most of us feel that we are, for these men are educated as we choose to understand education. They can read & write & think & follow an argument though they are unable to detect fallacies. Why do they seem incapable of generous impulse, of reasoned patriotism, of seeing beyond the circle of their own interests? These things men are enabled for by education; they are the marks of educated persons; & when millions of men who should be the backbone of the country are dead to public claims, we have to ask why are not these persons educated, & what have we given them in lieu of education? Much thoughtful care has been given to the ascertaining of the causes of the German breakdown (ie, in character & conduct). We regard this war-scurge as symptomatic & track the symptoms to their cause in the thought the people have been taught to think during several generations. We all know about ~~Nietzsche~~ Nietzsche, Treitschke & Bernhardt & the rest, but Professor Muirhead * has done us the service to carry the inspiration further

German philosophy in relation to the War by J. H. Muirhead (Murray

teaching principles which should bring about the French Revolution, but men's thoughts are more potent than they know, & where these two Englishmen may be credited with powerfully influencing two world-wide thought movements. But in Germany, "prepared by a quarter of a century of materialistic thought" the teaching of Darwin was accepted as offering emancipation from various moral restraints. Ernst Haeckel, his distinguished follower, finds in the law of natural selection the sanction for Germany's lawless action, & also, that pregnant doctrine of the superman: "this principle of selection is nothing less than democracy, on the contrary it is aristocratic in the strictest sense of the word". We all know how Büchner simplified & popularised the new thoughts. "All the faculties which we include under the name of psychical activities are only functions of the brain substance. Thought stands in the same relation to the brain as the gall to the liver." What use or misuse Germany has made of the teaching of Darwin would not, save for the war, be of immediate concern to us, were it not that she has given us back our own in the form of that "mythology of faculty psychology" which is all we possess in the way of educational thought. English psychology proper has advanced if not to firm ground, at any rate to the point of repudiating the faculty basis. "However much assailed, the concept of a 'mind' is," we are told, "to be found in all psychological

* Haeckel quoted by Professor Thorstein
Büchner - " " " "

writers." *

BUT there are but mind & matter, & when we are told that "psychology rests on feeling", where are we? is there a middle region?

However far our own more philosophical Psychologists have advanced in realising a spiritual concept of mind, the theory which has filtered through to educationalists is the out-of-date notion of the development of faculties which itself rests on the axiom that thoughts are no more than a function of the brain. This is the sole ~~positive~~ justification for the scanty ~~curricula~~ curricula provided in our schools for the tortuous processes of our teaching, for the mischievous assertion that "it does not matter what a child learns but only how he learns it," we teach much & the children learn little, & all the time we think we are 'developing' this or the other 'faculty'. There is a great future before the nation which shall perceive that knowledge is the sore concern of education * that knowledge is the necessary daily food, let us say, of the mind.

Teachers are looking out for the support of a sound theory

* I quote from the article on Psychology in the encyclopedia Britannica as being ^{most} ~~most~~ likely to exhibit the authoritative position.

& I know of no modern theory excepting that which I advance here (or
 elsewhere) which recognises fully the part mind plays in education
 & the conditions under which this prime agent acts. We do not
 want a psychology of education, because psychology is concerned
 largely with the functions which connote feeling. We want a
 philosophy of education which, recognising that thought alone appeals
 to mind, & that thought begets thought, shall relegate to their
 proper subsidiary place, all those sensory & muscular activities
 which are supposed to afford intellectual & moral as well as
 physical training. The latter is so important in & for itself
 that it ~~used to~~ needs not to be bolstered up by the notion that
 it ~~includes~~ includes the whole or the "practically important
 part of education. The same remark holds good of vocational
 training, our journals ask with scorn, "is there no education but
 what is got out of books & at school? Is not the lad who works
 in the fields getting education?" The public lacks the courage
 to say definitely "No, he isn't, because there is no clear notion
 current as to what education means